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ABSTRACT

Intended for use by administrators, teachers, and district and state personnel, this guide provides a framework for Hawaii's kindergarten through grade 12 language arts program. Various sections of the guide contain (1) a statement of beliefs concerning the nature of language, language and learning, the student, and the school climate; (2) program goals and objectives, including learner outcomes and performance expectations in oral communication, reading, writing, language study, and literature for grades three, six, eight, ten, and twelve; (3) a discussion of the scholarly developments in all disciplines involved with the study of language and language use; (4) a discussion of what aspects of each area of emphasis (oral communication, reading, writing, literature, and language study) should be taught at the elementary, upper elementary, intermediate, and high school levels; and (5) a discussion of program development and implementation. (HOD)

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Language Arts Program Guide, K-12

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FOREWORD

The last decade has witnessed many shifts in emphasis in the language arts curriculum; the pendulum has swung from one extreme to the other, from "relevancy, interest, and fun" to the no-nonsense "back-to-basics" movement. If anything has been learned, it is this: there is no panacea, no one program, that could possibly provide for all the needs of all our students. In sifting through the various attempts, however, we have begun to identify those elements that lead to success with most of our students under certain conditions. We have culled those practices that lead to positive effects and have examined their characteristics in adapting strategies for our students.

Two basic questions have directed our thinking in shaping a language arts program for Hawaii's students:

1. What attitudes, knowledges, and skills should be developed among our students?

2. How should those attitudes, knowledges, and skills be developed?

This guide addresses itself to these questions and provides a framework for Hawaii's language arts program. It provides schools with the overall direction towards which the entire Department should work. It suggests ways of moving towards the goals and objectives identified for our students. Put in another way, this guide identifies the general terrain and maps out the desired destination for the traveler with benchmarks identified along the way.

Other language arts documents serve to suggest ways in which the "what" can be implemented, including Language Arts Strategies for Basic Skills, K-2, and course guides recently developed for secondary English courses. Other resources are being developed in keeping with school level needs.

In summary, this guide should serve as an overall umbrella to provide K-12 teachers, administrators, and district and state personnel with the total scope of the language arts program for Hawaii.

Such a program to be effective must be one in which the implementors are well informed, directed towards the same goals, and motivated to provide the best education possible for the youth of Hawaii.

Charles H. Clark

CHARLES G. CLARK, SUPERINTENDENT

TABLE OF CONTENTS

	Page
Foreword	i
Table of Contents	ii
I. Philosophy	1
II. Goals and Objectives	3
Master Plan	3
Foundation Program	3
Program Goals and Objectives	4
Learner Outcomes	5
Performance Expectations	5
Essential Competencies	13
Instructional Objectives	13
Relationship of Levels of Objectives	15
III. The Content of the Language Arts Program	16
The Field of English	16
The Five Areas of Emphasis	18
Literature	19
Oral Communication	20
Reading	22
Writing	23
Language Study	24
Integration of Five Areas of Emphasis	25
IV. Levels of Instruction	27
Literature	27
Oral Communication	28
Reading	30
Writing	31
Language Study	32
V. Program Development and Implementation	34
Responsibilities for Program Development and Implementation	34
State Guidelines	34
Learner Considerations	35
Societal Considerations	36
Program/Materials Options	37
Resources	38

I. PHILOSOPHY

The elements which should be accounted for in the development of the language arts program answer the formal educational questions: What knowledge and skills should be developed? For whom, how, when, and by whom?

The kinds of answers given are highly dependent upon the beliefs that we hold about the nature of language, language and learning, the student, and the school climate.

Language

Language arts is the study of language. Language is a unique characteristic of people; it is a powerful human function through which we overcome space and time barriers, relive the past, function in the present, and eventually reach our full potential as people.

Language makes it possible for us to communicate our thoughts and feelings, provide information, promote ideas, and entertain. Language brings about better understanding among people.

It is also through language that we solve problems, reconstruct existing beliefs and values, generate new ideas, and contribute to social change.

Essentially then, language lies at the heart of all our experiences as people and to a considerable extent determines our humanity and destiny.

Language and Learning

Language is a dominant factor in the learning process; it is the substance of cognition and thinking. It is the means through which students interact with others; it becomes a tool for them to get meaning from the total process of education.

Learning to use language is the heart of the curriculum in school; the knowledge of the content areas is transmitted through language.

Student

Each student is a dynamic and creative individual who comes to school with language experiences, with the potential to think clearly, generate ideas productively, solve problems efficiently, and communicate effectively.

Students differ in many ways--in interest and attention span, in aptitude, in style and rate of learning, in educational needs. However, every student--from the very gifted to the mentally handicapped, from the highly motivated to those who have given up, from the ones with facility with language to those who are struggling and frustrated--is entitled to experiences of search and discovery in the study of language.

School Climate

School climate can make significant changes in the learning of students. Such a climate is the result of the entire school staff working collaboratively toward common goals in a supportive atmosphere.

Because of the daily contacts with students, the professional teacher is the one most directly involved in promoting learning. But the creation of an environment and a sequence of experiences in which the student becomes increasingly competent is the responsibility of all.

Our beliefs will give substance and shape to the development of a comprehensive and meaningful language arts program for all our students in Hawaii. As we direct our time, efforts, and other resources toward developing it, the Department's mission is reiterated:

> The mission of the Department of Education is to provide educational services and opportunities for the development of each child in Hawaii to his or her maximum potential, mentally, physically, and socially, so that he or she is equipped to become a contributing member of society.

II. GOALS AND OBJECTIVES

Our philosophical beliefs serve as the basis for the identification of goals and objectives towards which our efforts in the language arts program are directed. In Hawaii, broad educational goals have been established in the Master Plan and later in the Foundation Program. From these broad goals, more specific statements have been identified: program goals and objectives, learner outcomes, including performance expectations, and essential competencies. Ultimately, all of these goal and objective statements are translated into instructional objectives by the classroom teacher.

Master Plan

The Master Plan reaffirms the State's commitment to provide all students with equal opportunity in education through the establishment of overall guidelines, including the purposes of education for Hawaii's students.

Eleven purposes have been specifically identified, the first focusing directly on language arts instruction: To assure that each student acquire, to the fullest extent possible, the basic skills of speaking, reading, writing, listening, computing, and thinking.

Foundation Program

The Foundation Program synthesizes the educational purposes identified in the Master Plan into eight broad objectives for students:

1. To develop basic skills for learning and communication.
2. To develop positive self-concept.
3. To develop decision-making and problem-solving skills at one's proficiency level.
4. To develop independence in learning.
5. To develop physical and emotional health.
6. To recognize and pursue career development as an integral part of one's total growth and development.
7. To develop a continually growing philosophy such that one is responsible to oneself as well as to others.
8. To develop creative potential and aesthetic sensitivity.

Program Goals and Objectives

Language arts instruction focuses primarily on three of the eight Foundation Program Objectives: one, seven, and eight. These three Foundation Program Objectives have been translated into language arts goals and objectives to give further direction and purpose to the language arts curriculum in the schools. While goals represent broad desired outcomes, program objectives are more specific statements of intent which provide direction for planning resources and program development.

The following goals and objectives have been identified for Hawaii's students:

Goal 1: To enrich and extend student experiences and understandings of literature.

Objectives. To assist students to:

a. Develop positive attitudes and interest in literature.

b. Expand awareness of literary types, elements, and conventions.

c. Create literary forms with increasing skill and imagination.

Goal 2: To assist students to develop the highest degree of informed control of which they are capable over their use of language.

Objectives. To assist students to:

a. Use reading and listening to gain information and knowledge, to understand themselves and others, and to derive enjoyment.

b. Use language in speaking and writing to express themselves, to provide information, to explore and promote ideas, and to entertain.

Goal 3: To increase student understandings of the nature and structure of the English language within the broad perspective of communication.

Objectives. To assist students to:

a. Develop insight into what constitutes communication in the broadest sense.

b. Develop insight into the nature and structure of language.

c. Develop understanding of the relationship between language and culture.

Learner Outcomes

Program objectives are further translated into what is referred to as learner outcomes which specify the kinds of learning students need to achieve. The learner outcomes direct the planning of resources and program development at the school or classroom level.

Learner outcomes are too numerous to list in this document; they are contained in curriculum guides, teacher handbooks, and other documents developed by the Office of Instructional Services.

Performance Expectations

Performance expectations are samples of learner outcomes; they do not represent a total scope and sequence of learning objectives for all students. They do, however, provide checkpoints in monitoring and assessing the progress of learners and in developing improvement strategies.

The following performance expectations for grades 3, 6, 8, 10, and 12 are listed in clusters of oral communication, reading, writing, language study, and literature. Each cluster begins with a performance expectation that is comparatively easier than the others; expectations become progressively more difficult within each cluster. All students in a grade level are not expected to attain all the performance expectations listed in a particular cluster for that grade level.

Grade 3

Oral Communication

- Responds to simple oral directions.
- Uses language appropriately in communicating an idea, experience, or information.
- Responds to oral directions, descriptions, non-verbal messages, and common visual symbols.

- Uses appropriate vocabulary in describing people, places, objects, and actions.
- Gives and responds to oral directions and descriptions in one-to-one interactions.

Reading

- Reads and orally paraphrases a short paragraph from a variety of materials used by the student.
- Reads a paragraph from a variety of materials used by the student and tells the relevant details.
- Reads a paragraph from a variety of materials and identifies the central idea and supporting ideas.

Writing

- Writes a short paragraph on a topic with adequate punctuation.
- Writes a paragraph on a given topic with adequate punctuation and capitalization.
- Writes a personal letter for a specific purpose demonstrating adequate letter form, spelling, capitalization, and punctuation.

Literature

- Uses visual modes of expression and/or body movement to depict characters, events, and/or rhythmic language in a literary work.
- Gives reasons for enjoying or not enjoying a literary work.
- Identifies some of the major literary types (fantasy, realistic stories, traditional tales, non-fiction, and poetry) writers use to evoke thoughts and feelings in the reader.
- Creates original endings to stories.
- Recreates impressions, thoughts, and ideas stimulated by literary works through oral, written or visual art modes.
- Writes original endings to stories.

Grade 6

Oral Communication

- Gives and responds to oral directions, descriptions, non-verbal messages, and common visual symbols.
- Contributes to the completion of a prescribed group task through the use of oral discussion.
- Adapts speech to informal and formal situations within the experiences of the student.
- Identifies a problem through the use of discussion and questioning techniques.
- Uses appropriate information in solving a problem in group discussion.

Reading	• Reads an article or paragraph from a variety of materials used by the student and tells the relevant details in sequence. • Reads a paragraph from a variety of materials used by the student describing a situation and its outcome and selects the most probable cause of the outcome. • Reads and explains simple maps, charts, graphs, tables, and illustrations. • Reads a news article from a local newspaper, relates the important details, and arrives at implications.
Writing	• Writes a paragraph on a given topic with adequate punctuation and capitalization. • Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation. • Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.
Language Study	• Identifies various purposes for communication. • Identifies and analyzes the non-verbal modes of communication. • Identifies the major components of a language, such as sounds, sentence structure, and word meanings. • Identifies language devices and techniques used in advertising and propaganda to influence one's beliefs, attitudes, and actions. • Describes basic communication modes[1] and identifies the possibilities and limitations of each. • Analyzes the structure of the English language (sounds, words, sentences, and their relationships). • Analyzes the role language plays in facilitating one's identity as part of a social group or family.
Literature	• Gives reasons for enjoying or not enjoying a literary work. • Identifies some of the major literary types (fantasy, realistic stories, traditional tales, non-fiction, and poetry) writers use to evoke thoughts and feelings in the reader. • Explains how the writer's use of character types, recurring situations, and literary conventions in different works contributes to one's enjoyment.

[1] See page 12.

- Recreates impressions, thoughts, and ideas stimulated by literary works through oral, written, or visual art modes.
- Writes original endings to stories.
- Creates original stories and poems based on experiences and imagination.

Grade 8

Oral Communication

- Adapts speech to informal and formal situations within the experiences of the student.
- Uses oral communication skills appropriate to the intended purpose and audience in a small group situation.
- Evaluates effectiveness of oral communication through appropriate feedback and modifies message.
- Uses appropriate information in solving a problem in group discussion.
- Organizes, analyzes, and interprets information in solving a problem in group situations.

Reading

- Reads and explains simple maps, charts, graphs, tables, and illustrations.
- Reads a paragraph from a variety of materials used by the student describing a situation and its outcome and selects the most probable cause of the outcome.
- Reads a news article from the local newspaper, identifies the central idea, and documents it with supporting details.
- Reads an article or part of a text, such as social studies, literature, and science, and formulates a hypothesis, assumption, or conclusion.

Writing

- Writes a personal letter for a specific purpose demonstrating appropriate letter form, spelling, capitalization, and punctuation.
- Writes a paragraph for a specific purpose and audience stating a main idea with supporting details.
- Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.

Language Study

- Identifies and analyzes the non-verbal modes of communication.
- Identifies the major components of language, such as sounds, sentence structure, and word meanings.

- Identifies language devices and techniques used in advertising and propaganda to influence one's beliefs, attitudes, and actions.
- Describes basic communication modes[1] and identifies the possibilities and limitations of each.
- Analyzes the structure of the English language (sounds, words, sentences, and their relationships).
- Analyzes the role language plays in facilitating one's identity as part of a social group or family.
- Identifies elements of the communication process and explains the relationship among them.
- Analyzes and describes the characteristics and attitudes towards regional, social, vocational, and stylistic variations of the English language and their effects on communication.
- Analyzes the role language plays in shaping one's view of the world.

Literature

- Identifies some of the major literary types (fantasy, realistic stories, traditional tales, non-fiction, and poetry) writers use to evoke thoughts and feelings in the reader.
- Explains how the writer's use of character types, recurring situations, and literary conventions[2] in different works contributes to one's enjoyment.
- Explains how the writer's handling of the setting, plot, and characters (elements of fiction) in a story contributes to the aesthetic quality of the work.

- Writes original endings to stories.
- Creates original stories and poems based on experiences and imagination.
- Expresses emotions and perceptions through creative writing and oral interpretation.

Grade 10

Oral Communication

- Uses oral communication skills appropriate to the intended purpose and audience in a small group situation.
- Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message.
- Gives a talk for a specific purpose and audience, using appropriate style, organizational

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1, 2See page 12.

	form, supporting details, and non-verbal modes. • Uses appropriate information in solving a problem in group discussion. • Organizes, analyzes, and interprets information in solving a problem in group situations. • Identifies alternative strategies for solving a problem and arrives at a solution through group interaction and consensus.
Reading	• Reads a news or sports article from a newspaper and chooses a title or heading appropriate to the article. • Reads several related articles and generalizes one idea which is common to all. • Reads an article or part of a subject area text and analyzes points of view, purposes, and biases.
Writing	• Writes a paragraph for a specific purpose and audience stating a main idea with supporting details. • Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression. • Writes a composition for a specific purpose and audience using the resources of language (words, sentence patterns, organizational form, and style) with emphasis on exposition.
Language Study	• Describes basic communication modes[1] and identifies the possibilities and limitations of each. • Analyzes the structure of the English language (sounds, words, sentences, and their relationships). • Analyzes the role language plays in facilitating one's identity as part of a social group or family. • Identifies elements[3] of the communication process and explains the relationship among them. • Describes the characteristics and attitudes toward regional, social, vocational, and stylistic variations of the English language and their effects on communication. • Analyzes the role language plays in shaping one's view of the world. • Identifies the effects that ambiguity, values, attitudes, motives, and perception may have on effective communication. • Explains how cultural beliefs, values, and interests are reflected in language.
Literature	• Explains how the writer's use of character types, recurring situations, and literary conventions[2] in different works contribute to one's enjoyment.

1, 2See page 12.

- Explains how the writer's handling of the setting, plot, and characters (elements of fiction) in a story contributes to the aesthetic quality of the work.
- Analyzes the ways in which a writer manipulates language to evoke a desired response in the reader.

- Creates original stories and poems based on experiences and imagination.
- Expresses emotions and perceptions through creative writing and oral interpretation.
- Creates stories showing conflict, plot, and character development.

Grade 12

Oral Communication

- Evaluates effectiveness of oral communication through appropriate use of feedback and modifies message.
- Assumes various roles and responsibilities in group interaction.
- Gives a talk for a specific purpose and audience, using appropriate style, organizational form, supporting details, and non-verbal modes.
- Selects and uses appropriate diction, style, organization, details, and modes, including non-verbal communication in achieving a specific purpose through group interaction.
- Organizes, analyzes, and interprets information in solving a problem in group situations.
- Identifies alternative strategies for solving a problem and arrives at a solution through group interaction and consensus.
- Uses problem-solving procedures and techniques in group situations to arrive at solutions to a problem requiring research.

Reading

- Reads several related articles and generalizes one idea which is common to all.
- Reads an article from a weekly news magazine, such as *Time* or *Newsweek*, and analyzes points of view, purposes and biases.
- Reads materials and judges accuracy in information and detects any fallacies in reasoning.

Writing

- Writes a composition for a specific purpose and audience using appropriate words and sentence patterns with emphasis on self-expression.
- Writes a composition for a specific purpose and audience using the resources of language (words, sentence patterns, organizational form, and style) with emphasis on exposition.
- Writes a persuasive composition for a specific purpose and audience using relevant details to support a thesis.

- Writes a paper demonstrating the appropriate use of research techniques and the conventions of writing a research paper.

Language Study

- Identifies elements[3] of the communication process and explains the relationship among them.
- Analyzes and describes the characteristics and attitudes toward regional, social, vocational, and stylistic variations of the English language and their effects on communication.
- Analyzes the role language plays in shaping one's view of the world.
- Identifies the effects that ambiguity, values, attitudes, motives, and perceptions may have on effective communication.
- Explains how cultural beliefs, values, and interests are reflected in language.
- Analyzes the possible effects of mass communication media, such as radio, television, and films, on the audience.
- Explains the role of language in maintaining and transmitting the cultural identity of one's social groups.

Literature

- Explains how the writer's handling of the setting, plot, and characters (elements of fiction) in a story contributes to the aesthetic quality of the work.
- Analyzes the ways in which a writer manipulates language to evoke a desired response in the reader.
- Compares and contrasts the use of various literary types, literary conventions, and elements of fiction by different writers to evoke a similar response.

- Expresses emotions and perceptions through creative writing and oral interpretation.
- Creates stories showing conflict, plot, and character development.
- Selects a universal theme and develops it in two major literary types.

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[1] modes = oral, print, and non-verbal.

[2] conventions = literary devices (e.g., stock characters), literary motifs, and language patterns.

[3] elements = sender, receiver, message, and medium.

Essential Competencies

Essential competencies are those proficiencies considered to be the minimum required for becoming productive and contributing members of society. Of the fifteen competencies identified, four of them relate directly to language arts:

1. Read and use printed materials from daily life. These include the newspaper, telephone book, road maps, charts and graphs commonly used in public media, and household product instructions.

2. Complete commonly used forms. These include personal checks, job applications, charge account applications and other similar forms.

3. Demonstrate writing skills commonly used in daily life. These include writing directions, telephone messages, letters of inquiry or complaint, and personal correspondence.

4. Communicate orally in situations common to everyday life. These include giving simple directions and answering questions about directions or instructions, expressing personal opinions on a topic and responding to questions about the topic, and describing an object.

Assessment items to determine demonstration of the achievement of these competencies are included in the Hawaii State Test of Essential Competencies.[4]

Instructional Objectives

At the classroom level, goals, objectives, and learner outcomes undergo a final translation into instructional objectives which determine the kinds of strategies to utilize and the learning experiences to provide.

Instructional strategies refer to those methods, approaches, techniques, and processes utilizing materials and/or equipment in a physical environment to achieve an objective. Organizational patterns and time are also important elements in the development of strategies.

Because of the teacher's direct contact with students and because instructional objectives

[4]Item(s) for the fourth competency currently being developed for inclusion.

are determined by student needs, the teacher is in the best position to identify those instructional objectives that would most directly affect changes in behavior as related to learner outcomes, including performance expectations.

The selection of appropriate strategies is discussed in detail in Part V of this guide.

Relationship of Levels of Objectives

The following chart illustrates the hierarchy of the levels of objectives:

Master Plan Purpose

To assure that each student acquire, to the fullest extent possible, the basic skills of speaking, reading, writing, listening, computing, and thinking.

Foundation Program Objective

To develop basic skills for learning and effective communication with others.

Program Goal

To assist learners to develop the highest degree of informed control of which they are capable over their use of language.

Program Objective

To assist learners to use reading and listening to gain information and knowledge to understand themselves and others and to derive enjoyment.

Learner Outcome

The learner summarizes, orally or in writing, a paragraph stating a main thought or generalization.

Performance Expectations

Grade 2

Reads and orally paraphrases a short paragraph from a variety of materials used by the learner.

Instructional Objectives

The learner can:
1. structure paragraphs into 1 of 4 thinking structures.
2. select and discriminate the major ideas or concepts.
3. develop appropriate vocabulary knowledge.

Instructional Strategies

Develop the learner's thinking/structuring process and involve the learner in activities which provide the bases of understanding the ideas, and vocabulary related to the concepts in any content area.

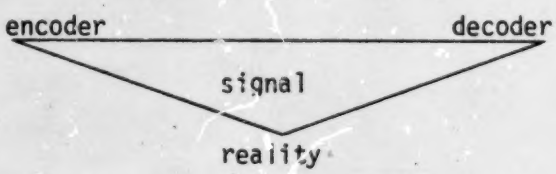
Selection of an instructional pattern based on the combination of:
1. Language, Experience and Thinking Based
2. Integrated Skills
3. Specific Skills

III. THE CONTENT OF THE LANGUAGE ARTS PROGRAM

The history of language arts instruction has been characterized by a persistent attempt to array and categorize the many facets of language study. How this is done has important implications for the content of the language arts curriculum. To provide the necessary perspective with which to view the five areas of emphasis identified in this guide (oral communication, reading, writing, literature, and language study), the scope of English study needs to be identified. What does the "field of English" include? A comprehensive definition of English must take into consideration the scholarly developments in all disciplines involved with the study of some aspect of language and language use.

The Field of English

Probably the best attempt to develop a structure of the English language study is Kinneavy's.[1] The foundation for the structure is the communication triangle, depicted below.



The communication triangle represents the language act; it consists of four basic elements--the encoder (sender of message), the signal (language used to carry message), the reality (referent of message), and the decoder (receiver of message). Each of the four elements can be abstracted and considered individually to define the field of English.

The study of the signal is the study not only of the grammar of the language but also of the study of meanings. The study of grammar consists of the study of the sounds (phonology), of the "meaningful" units such as root words and affixes (morphology), and of the structure (syntax) of the language. The study of meanings is the study of the signal as referring to reality (semantics).

The study of the use of the language or signal by the encoder and decoder in actual speech or written situations to achieve a purpose is the

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[1] James L. Kinneavy, A Theory of Discourse (New York: Prentice-Hall, Inc., 1971).

study of discourse. Discourse then is defined as a complete text with a beginning, a middle, and an end used by individuals in a specific time and place for a specific purpose.

The study of discourse, as defined above, encompasses other areas: the arts and media, the modes, and the aims.

Listening, speaking, reading and writing--the communication arts--are the arts of discourse. These divisions are based on whether the signal is oral or written and whether the operation is required of the decoder or encoder. As communication arts, they are means and not ends. For example, in real life, we do not listen just to listen or speak just to speak; we listen to and talk about something for a specific purpose.

The media of discourse are the channels of or situations which facilitate the transmission of discourse. The structure of the situation is determined by the number of encoders or decoders involved. The number could range from one to many: monologual, small group, large group, and mass situations.

The modes of discourse are determined by the "kinds" of realities referred to or what the discourse is about. This perspective leads to four basic kinds or modes: narration, classification, evaluation and description. Each mode has its own logic, organizational patterns, and stylistic characteristics.

The purpose for which humans use language with one another determines the aims of discourse. In the language act, represented by the communication triangle, any element can be emphasized in a given language use situation. Consequently, the element emphasized determines the aim. Four aims are delineated.

When some aspect of the personality of the encoder(s) dominates the language act, the aim of discourse is expression. Examples of expression are diaries, journals, religious and political credos, and value systems.

When effecting a change in the decoder's beliefs or behaviors dominates the language act, the aim of discourse is persuasion.

Examples of persuasion are advertisements, political speeches, religious sermons, and editorials.

When the mirroring or exploring of reality dominates the language act, the aim of discourse is reference. Examples of reference are weather reports, news stories, essays, technical reports, and research papers. "Expository" writing or speaking is the term most frequently used for reference discourse.

When the language itself with its own structures (the text or work itself) dominates the language act, the aim of discourse is literature. Examples of literature are puns, sonnets, novels, and TV dramas.

Like the modes, each aim or use of discourse has its own thinking processes, logic, organizational patterns, and stylistic characteristics.

Inasmuch as discourse is determined by the situational and cultural contexts within which the language act occurs, these areas of study are also within the field of English. Study of the situational context includes such aspects as personal and social motivations for speaking and writing; effects of discourse; space distances, use of body contact, and gesture and posture in communication; and influence of historical events on discourse. Study of the cultural context is the study of the nature and conventions of culture that make the situational context permissible and meaningful. It includes aspects such as genres, period characteristics, tastes, larger social motivations, and comparative studies.

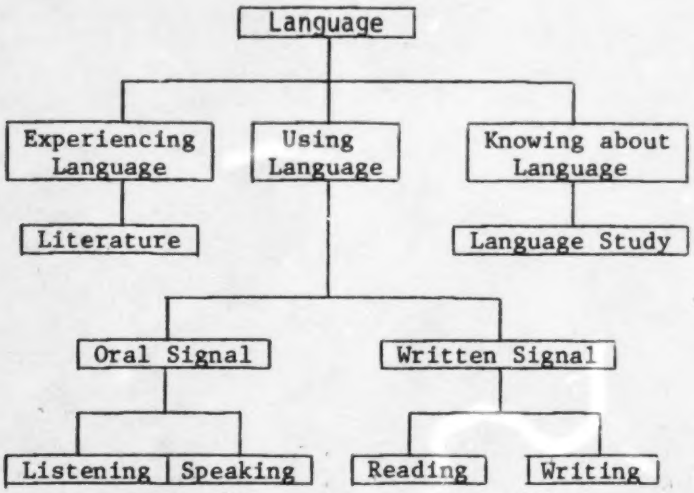
The Five Areas of Emphasis

The five areas of emphasis and the content have been derived from the definition of the field of English presented above.

To give substance and shape to the language arts program, the study of language is viewed from the standpoint of the student who needs to be engaged in as many facets of it as possible. Because language is unique to humans, it is important that the student know about it as a signal system of many dimensions. Because language is central to communicating and learn-

ing, it is important that the student use it effectively. Because language is a versatile medium of literary art, it is important that the student experience it.

The following schema illustrates the facets of the study of language included in the language arts program.



Literature

Literature is defined as an art which uses language to communicate ideas, experiences, and feelings through symbolic form. As an art it must be directly experienced. In the same way that a painting or sculpture must be directly experienced, stories and poems and plays must also be directly experienced. This definition implies that the writer, the work, and the reader are the essential components of this communicative act.

The goal of literature is to enable students to enjoy and understand it 1) utilizing enjoyment as a means of involvement with literature, 2) building a constantly expanding frame of reference in literature, and 3) encouraging many experiences with the literature-making process.

Enjoyment/involvement is a way, a process, a means of growth in understanding literature. It begins with the simplest kind of child-like response and includes as well the mixed and troubling emotions experienced by students and

adults when they are moved by a fine play or novel.

In literature, it is necessary to provide a variety of stories and poems which enable students to extend their frame of reference. This literary "know-how" involves being able to pick up patterns of contrast and repetition in every part of the story, poem, or play at hand. It means grasping tone through connotation, and being aware of the manipulative power of point of view, of the distilling and condensing power of image, metaphor, and symbol. It means building a fund of allusions to other stories, to other characters, to all aspects of the culture: its assumptions and practices, its folk heroes, its past history, and the variety of attitudes toward all of these. A reader of literature must be able to grasp and relate all of that, plus those which exist in the particular novel or poem being read. It means perceiving how parts relate to form a whole.

All students need to experience the aesthetic, imaginative, and creative powers of language. These powers are exemplified in the literature of people, that body of deliberately and artfully patterned language forms that capture human experience, to be responded to by the reader or listener. Cognitive, affective, perceptual and psychomotor processes are all involved in this interaction. The need to interact and respond to literature as art, in these various ways, is rooted in the nature of human beings.

Whether as producers or readers, all students need the stimulus of literature to extend and deepen their experiences, and to explore the infinite variety as well as the common heritage of the values and visions of human beings.

Oral Communication

Oral communication involves the interaction of two or more persons. The purpose of the interaction is usually to provide information, express oneself, persuade, or entertain. Listening and speaking are integrated aspects of this process, and a listener and speaker form one communication system. The ultimate goal is system effectiveness.

The focus is on language and communication. Students who have at their command flexibility

and range in the use of language are more apt to use language appropriately in interaction with others. Flexibility and range can be interpreted in two ways. Students who have flexibility and range in the use of language may be able to say the same things in many different ways or produce those elements of speech not in their first language.

If we are to develop both types of flexibility in the students' language performance, we must take into consideration the unique needs of Hawaii's students. Stanley Tsuzaki contends that "there are at least three major co-existent varieties of English in Hawaii, excluding the variety usually called 'Standard English.'" These are an English-based pidgin, an English-based creole, and a Hawaiian dialect of English.[2] In this view, the speech of each English speaking child on any given occasion can be placed somewhere on a continuum from pidgin to "standard" dialect, with creole and Hawaiian dialect in between as indicated on the diagram below.

Pidgin Creole Dialect Standard

(Speech of many of the students in Hawaii)

In addition there are a number of children who come from homes where English is either not spoken at all or is not the primary language. These children often demonstrate dominance in a language other than English, and some are monolingual in a language other than English.

Since the speech of many of the students in Hawaii will fall somewhere within the range of non-English speaking to standard English, we need to accommodate the speakers and provide opportunities for all students to attain flexibility and range in the use of the English language. The more options a student has to communicate ideas, the more potential the student has for effective communication in all situations.

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[2]Stanley M. Tsuzaki, "Hawaiian-English: Pidgin, Creole, or Dialect?" Pacific Speech, I (December, 1966), 25-28.

Effective use of oral language includes control over the following specific aspects of the English language: phonology (the sounds, intonation patterns and stress patterns), morphology (the meaningful units such as root words and affixes), and syntax (structure).

Reading

Reading is a complex process involving not only the decoding of written language, but also the reader's language competencies, experiential background, thinking ability, attitude, and motivation.

Reading is the process of discovering meaning from written language. Meaning comes from an interaction of the reader's language, experiences, and thinking with those of the author. When these differ significantly, comprehension suffers. These differences can be reduced by expanding and developing the student's oral language, experience, and thinking base.

The importance of oral language cannot be underestimated. Children are users of language before they enter school. They can express their needs, gain responses, and interact with relatives and friends. In reading, they associate their oral language with the written language. Consequently, the oral language the reader brings to the act of reading and the nature of the language used in the material to be read help to determine success or failure in comprehension.

Similarly, children come to school with a variety of experiences, and these experiences help them to comprehend the materials to be read. If the materials are not within the reader's range of experiences, actual or vicarious, they need to be related, expanded, and developed.

The raising of questions, the examination of information, the search for emphasis, the maintenance of an attitude of expectation, and, as the unexpected occurs, the modification of previous expectations are all part of the reading/thinking process. In order to develop and make functional use of concepts, the student must not only remember details of what is read, but must also reorganize details, form generalizations, and apply and evaluate generalizations.

The reader's positive attitude toward reading is another important dimension in determining success, and success in reading in turn develops a positive attitude. If reading becomes a rewarding experience, students will not only learn how to read but will also become avid readers. They will discover in reading a way of gaining information and generating new ideas, and of understanding themselves and others better.

Although many kinds of information and varied literary experiences are available through unwritten media, the person who reads has richer and more opportunities for learning than one who does not. Reading continues to be an important means of receiving the ideas of others and of stimulating imaginative new ideas. It provides a bridge between the individual and the world of ideas. Information signs along the highway, directions on labels, advertisements, directions at work, mail, and materials distributed at community meetings are only a few of the common items which make the non-reader feel isolated and alienated. The failure of individuals to maintain economic self-sufficiency because of an inability to read also places a burden on society. Reading is thus a requirement for success in education and in work and for increasing personal satisfaction in life.

Writing

Writing is a complex activity involving many skills and different kinds of knowledge. It is a process of communicating ideas, feelings, and experiences through the graphic mode; it is an individual, idea-centered activity involving imaginative thinking and self-expression.

The primary purpose for emphasizing writing is to teach students to communicate clearly, coherently, and effectively in order to accomplish a specific aim with a specific audience. The four broad aims which include both the practical and aesthetic uses of writing are to express feelings (expressing), to give information (reference), to promote ideas (persuasion), and to entertain (literature).

In order to accomplish the aims of writing, students must have control over the following elements of writing:

1. Resources of language:

   - Using words correctly, appropriately, and effectively.
   - Combining words into patterns permitted by the language and the type of discourse to accomplish a purpose.

2. Orderly arrangement of ideas:

   - Selecting and arranging ideas to achieve a particular purpose.

3. Style

   - Adapting the resources of language, arrangement of ideas, and conventions of writing to aim and audience.

4. Conventions of writing:

   - Using capitalization, punctuation, spelling, abbreviation, and penmanship to enhance the communication process.
   - Using space according to conventional practice or rules, including indenting paragraphs, leaving margins, and placing titles.

Although some writing may be intended to be private, most writing is directed towards an audience to accomplish a specific purpose. In the classroom, therefore, aim and audience must be determined for writing to be a purposeful activity for students. It follows then that writing be evaluated on the basis of the effectiveness of accomplishing the aim toward which the writing was directed.

Writing is composing--bringing together ideas that are expressed in clear, appropriate language with consistency in tone and style to be fully executed for a specific audience. Writing must be, therefore, viewed holistically; attention to details is important only as they contribute to the "sense of the whole" which is so essential to good writing.

Language Study

The study of language is the study of a capability unique to humans. This study offers promise of insights into the psychological and sociological nature and functions of the mind of

humans. From the discipline of linguistics comes the assumption that speakers of a language have constructed a powerful theory of that language which, without their awareness of how it works, or even that it exists, enables them to generate and understand an infinite number of sentences in that language. Such creativity presupposes that the theory must employ rules of great abstractness and generality. Since children seem to construct such a theory for whatever language community they happen to be born into in much the same manner and rate, it must be assumed that the capacity for this kind of theory construction is innate to the human species.

Language study provides students with the opportunity to study about language as differentiated from the acquisition of language proficiency and facility. The student analyzes human language, what it is, how it works, how it is used and how it affects people and societies. Language study includes the study of grammar (phonology, morphology, syntax) and semantics; the historical development of the English language; language change; the variety of English dialects; the relationships of language to culture; and the human communication system and its power. In the study of language students apply their reading, writing, thinking and problem-solving skills in a functional way.

Integration of Five Areas of Emphasis

Although displayed and described as discrete areas, the five components identified above are integrated aspects of language and the language act. Each supports and complements the others; each develops along with the others. Skills are naturally integrated when the focus is placed on the students as they utilize both skills and content to achieve a specific purpose in communication. It is through the content areas, for example, that skills are most effectively taught and reinforced as students communicate to broaden their knowledge and understanding, express their ideas and feelings clearly, explore ideas of interest, persuade and inform others, entertain effectively, and in general perform the tasks of living.

Permeating the five areas and serving as an adhesive is an element implicit in all learning: critical thinking.

Thinking makes knowledge. It brings form and substance to one's experiences. It makes the world more coherent and orderly. As a result, a person can test and validate his/her experiences, increasing meaning and order. Experiences can be reordered, restructured and recycled.

Thinking is also a creative process, generating inventions, innovations, solutions, alternatives, and even problems.

It is the process of forming, reforming, formulating, reformulating and creating.

Thinking has five general stages:

1. Recalling or recognizing information (elements)

2. Relating the information (elements)

3. Extracting ideas

4. Applying ideas

5. Judging ideas

Thinking has three major functions:

1. Information processing

2. Validation

3. Analysis and synthesis

The information processing function serves to structure and abstract ideas. The validation process checks evidence in relation to logical reasoning. Analysis serves to isolate parts and ideas in relation to a whole. Synthesis serves to create products, systems, and ideas in relation to its parts.

IV. LEVELS OF INSTRUCTION

This section of the guide outlines more specifically the "what" of each of the five areas of emphasis that should be taught at the following levels: lower elementary (K-3), upper elementary (4-6), intermediate (7-8), and high school (9-12). The intent here is to propose a sequence of emphasis, rather than a continuum of skills. The sequence as presented here is consistent with the performance expectations and is meant to assist schools to focus on areas considered important at each level.

Literature

Lower Elementary

At the earliest elementary level, before they learn to read, students are exposed to many pleasurable experiences with stories and poems. They listen to stories and poems, view pictures and films related to a story or poem, and look through picture books. The focus during the early years is on providing students with direct experiences with various types of literature from a range of cultures (fantasy, realistic stories, traditional tales, non-fiction, and poetry) and extending those experiences through creative responses such as creative drama, puppetry, flannel board stories, games and art activities. Class discussions aimed at understanding the author's message and developing awareness of how language is used to create certain effects are also important at this level.

Upper Elementary

Reading aloud to students selected books of literary and artistic quality is continued at this level in order to encourage the development of taste or appreciation. As students become more adept in reading literature, they work with the relationships of their own individual responses, the various elements of fiction, and their own writing in an increasingly complex and sophisticated way. Students are expected to become familiar with and identify the major types of literature and specific recurring patterns and conventions. They describe characters, and draw relationships between different works.

Intermediate

During grades 7 and 8, student response to literature is extended beyond simple enjoyment to a complex involvement of the reader relating to the cognitive, affective, aesthetic, perceptual, and psychomotor areas. Literature becomes an encounter with the ideas, characters, and situations presented through the printed

word. The response to literature as an art form begins to take on more meaning as the student continues to examine the writer's use of character type (such as the stock character), recurring situations (such as the case of a mistaken identity) and literary conventions (such as the use of the flashback) in a short story, novel, and works of non-fiction. The writer's handling of the setting, plot, characters in a story and how these elements contribute to the aesthetic quality of a work are studied. Activities encouraging creativity are provided as yet another avenue for them to respond to and analyze literature.

High School

Emphasis on student response continues on a broader scale to include the role literature plays in encouraging young people to see the world as it is, in promoting ideas that lead to action, in exposing young people to many values--many that are opposed to their own--and in vicariously providing experiences beyond the possibilities of any one person's life. The language of literature is further analyzed--how language is used to evoke a desired response in the reader. The major types of literature are studied: the short story; the novel; poetry; drama; and literature of the world, of England, of the United States, and of Polynesia. Creativity is encouraged as students write their own stories and poems and as they interpret literature through oral reading and dramatization.

Oral Communication

Lower Elementary

At this level children are given many opportunities to use language, for it is only through the active use of language that its growth is fostered. Talking is encouraged rather than discouraged, and planned activities for oral language development becomes a regular part of the daily schedule. Most of the oral communication skills to be developed during the early grades is taught in relation to the everyday need of giving and getting information within the school environment. Students' own experiences and language form the base for class and small group discussion. The students' language and experiential base are then extended through varied activities in order to develop increased fluency over the semantic and syntactic aspects of language. Children's literature can be a

tremendous asset in extending language learning and experience. Group discussion, creative drama, listening activities, storytelling, and puppetry are some of the means used to extend the literary experiences which provide excellent opportunities to develop language. As students listen to stories and poems and respond to them in a variety of ways, they develop skill in using language creatively to express their own feelings, ideas, and experiences; and when literature is used as a resource for organizing and integrating information and for extending the powers of imagination, students develop their ability to think.

Upper Elementary

Emphases and skills developed earlier are maintained and extended at this level. In addition, students begin to use the problem solving processes in small and large group discussions and to apply oral communication skills in functional ways with specific audiences and purposes in mind. Students become aware that one can vary the form of communication for different social situations such as speaking with peers, family, employees, business supervisors and school administrators and are expected to use language appropriate to the purpose (self-expression and understanding, information giving and gaining, promotion and analysis of ideas, and entertainment) to gain the desired effects.

Intermediate

Because of the changes during the adolescent years, oral communication during grades 7 and 8 is presented and studied in informal, free, and familiar settings in which students become more aware of themselves as communicators, develop self confidence, and participate effectively as a member of a group. The learner also increases an awareness of the communication process and begins to listen attentively, appreciatively, objectively, and critically; the learner as a sender of message begins to modify his/her speech based on feedback received. The appropriate and effective use of voice, body, and language is emphasized.

High School

During the last four years, oral communication is extended to more formal, more constrained, and less familiar settings. Speech is, however, adapted to various levels of communication, and self-confidence is nurtured as the student becomes more aware of various audiences, purposes for communication, barriers to effective communication, and in general being convinced that what he/she has to

say is important. This confidence is based on the students' ability to think clearly, to observe and analyze various people and situations, to state a thesis and support it with supporting details, and to participate in problem-solving activities. In line with addressing larger audiences, students are also provided instruction in listening and viewing the electronics media more critically. Student creativity is channeled to more formal speech situations: oral interpretation, improvisation, debate, etc.

Reading

Lower Elementary

Instruction in the early years is conceptually based, utilizing a developmental preventative approach. Students are given an opportunity to interact with a variety of content materials; instruction centers on ideas, emphasizing meaning and comprehension. Instruction incorporates the learner's language, experience, and thinking (LET) in planning and implementing instructional strategies, and integrates reading, writing, speaking and listening in a meaningful and functional manner.

Upper Elementary

Instruction in the upper elementary years also incorporates the learner's language, experience and thinking in the planning and implementation of instructional strategies. Instruction centers on ideas and incorporates concepts from social studies, math, science, literature and other content areas. Instruction emphasizes thinking/comprehension skills, and reading is integrated with listening, speaking and writing in a functional and meaningful manner.

Intermediate

Instruction during the intermediate years emphasizes reading for learning and understanding of the language of the content areas. Emphasis on ideas and concepts of the specific content areas continues, and instructional strategies consider the learner's language, experience and thinking. Instruction includes reading and understanding a variety of materials and provides the learner with an opportunity to utilize knowledge gained in a functional and meaningful manner.

High School

Instruction during the high school years continues to emphasize reading for learning and understanding the language of the content areas utilizing a

variety of materials. The thinking/comprehending skills of problem solving are stressed. The specific skills of reading, such as skimming, scanning and speed reading, are taught in a functional and meaningful context.

Writing

Lower Elementary

Developing a sense of purposeful communication through the written word begins in the early years and is reinforced at all grade levels.

Writing is an enjoyable activity as students express themselves freely in a positive and encouraging environment. The composing process is broadly defined and includes the following:

- Compositions developed by the class or small groups dictated to and written by the teacher.
- Writing of phrases, captions, and short sentences related to a work of art or in response to music and/or literature.
- Paragraph building which includes correct spelling and appropriate use of punctuation marks and capital letters.
- Letter writing.
- Editing and revising process.

Writing activities stem from the students' own experiences. Students write for a specific purpose and to an audience other than the teacher.

Upper Elementary

The focus initiated earlier is maintained at this level. The emphasis is to teach students to write clear, coherent prose that is effective in accomplishing their purposes (express feelings, inform, persuade, and entertain) with their audience. Students use increasingly complex sentence structure and edit and revise their work. A considerable amount of class time is spent on analysis of the student's own writing. Class discussions of student work are concerned with the significance and interest of the ideas expressed; use of specific, relevant details to support

generalizations; logic of structure; clarity and conciseness of wording; appropriateness of tone; and correctness of grammar and mechanics.

Intermediate

Emphasis continues on writing for a purpose and to an audience. The process of writing as a way of thinking is stressed as students go through the steps of writing: deciding on purpose; generating and organizing ideas--main and supportive; and using specific words and clear sentences to write effective paragraphs. Letter writing is reviewed, and writing to express oneself is stressed. During grades 7 and 8, grammar and usage are taught, sentence-combining instruction and practice are emphasized, and correct punctuation, spelling and capitalization are reviewed and/or taught.

High School

Forms of paragraph development are taught in relation to purpose of writing: telling a story or providing information (narration); explaining something (exposition); and persuading someone (argumentation).

Use of appropriate words and effective sentences is emphasized. Grammar, usage, and mechanics are taught in relation to one's writing. Style and tone are taught as they contribute to effective writing. For those who are able, a research paper is assigned; emphasis is on the teaching of the skills of research rather than on the finished product alone.

Language Study

Lower Elementary

Language study per se is not considered a major focus at this level. Students should be made aware of the beauty and power of language subtly through their study of literature. They should also become aware of social and regional dialects, multiple meanings of words, and semantic and structural flexibility. Oral and written communication activities are the means through which students play with language and manipulate it to convey the same concept in a variety of ways for varying audiences and purposes.

Upper Elementary

At this level language is studied as a discipline which has content of its own. Students gain a general understanding of the nature and structure

of the English language. They study both verbal and non-verbal modes of communication, the uses of language, and the role language plays in family and social life.

Intermediate

The study of the nature and structure of language is extended during these years, especially from the perspective of the student: How do we learn language? What do we know about it? What does it do for us and to us? Central to the study of language during adolescence is the individual as he/she examines language to discover more about him/herself as an individual.

The concept that language is a system that is rule-governed is basic to the study of the structure of language. The components of the English language are taught in relation to the study of the structure of language: its phonology (sounds), its morphology (words), and its syntax (sentences).

High School

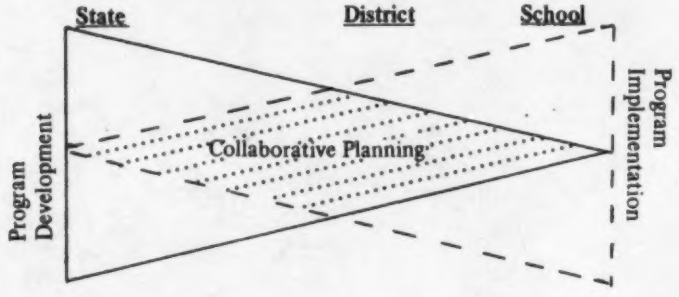
During grades 9-12, the study of language takes on a larger perspective as it affects the behavior of people outside the immediate sphere of the student. Regional, social, vocational, and stylistic variations of English are studied, especially as these compare with our use of pidgin/dialect in Hawaii. The role of language is examined as it reflects the beliefs, values, and interests of a culture. The uses of language to influence behavior are studied: to manipulate, to entertain, to influence, etc.

V. PROGRAM DEVELOPMENT AND IMPLEMENTATION

Responsibilities for Program Development and Implementation

While the major responsiblity of determining the overall "what" of curricular programs is at the State level, the "how" or the implementation of programs, remains that of the districts and schools. However, because of the interrelatedness of program development and its implementation, they must be viewed as a cooperative undertaking, one that requires the best thinking of the state, district, and school personnel. Moreover, implications for implementation directly affect program design and development.

The dual function of program development and implementation is graphically depicted to illustrate the primary roles of the state, district, and school levels and the degree to which all three work collaboratively as shown in the diamond.



State Guidelines

State guidelines have been established to provide schools a broad framework within which to implement programs:

Elementary - Grades K-6

The elementary language arts program includes instruction for all students in each of the five components described in this guide: literature, oral communication, reading, writing, and language study. The elementary language arts program should be comprehensive in scope and balanced in emphasis; one or two components should not be extended at the expense of any other.

The time allocation guidelines for language arts, K-6, are as follows:

K-1: 680 minutes per week
2-3: 625 minutes per week
4-6: 600 minutes per week

Secondary - Grades 7 - 12

On the secondary level, language arts is required of students every year. Four credits in English taken during grades 9-12 are required for graduation. During grades 7-12, the five basic areas of emphasis must be taught systematically in a balanced, comprehensive program for each student. The implementation of such a program may be achieved through one of three ways: (1) phase approach (year-long course), (2) elective approach (semester course), and (3) a combination of phase and elective approach. Each of these approaches is described in detail in the Authorized Courses and Code Numbers document.

Generally speaking, during grades 7 and 8, most schools offer the year-long phase course to students. Beginning with grade 9, however, there are differences among schools in their implementation approaches, but essentially all schools must offer courses that emphasize the five basic areas of study in English: literature, oral communication, reading, writing, and language study.

Learner Considerations

Within the broad guidelines for implementation of programs, schools must ultimately identify strategies that would effect the kinds of behavior they would like to see in their students. It is important that strategies be based on an assessment of learner needs and an analysis of these needs within the current situation of the existing program and available resources (including materials, facilities, and personnel). The importance of an assessment of learner needs is based on the premise that the learner is the most crucial element in program development; the needs will determine the specific content and strategies. Learner assessment is more than an examination of test scores; it includes a critical look at the whole child; his/her interest, experiences, and learning pace and style.

This statement is based on the assumption that each learner brings to the classroom unique potentials for learning, the nature of which determines the most effective learning pattern for that learner. As a consequence, it is further assumed that the most effective overall learning strategy in any classroom is one in which individually styled patterns of learning are facilitated. Such a pattern should provide for:

1. The most appropriate level of entry for any lesson or activity.

2. The most appropriate rate and style of progress through the lesson or activity.

3. The most appropriate form of evaluation of student performance.

The emphasis on the learner also broadens the meaning of "skill," which traditionally has had a narrow definition and application, e.g., learning to spell ten words correctly or memorizing the rules of the uses of the comma for an upcoming test. The focus on the learner broadens the concept of skills to mean the ability to apply what is learned to one's own past experiences, present needs, and future plans.

Societal Considerations

Education reflects the values of society and is the means through which it seeks to resolve many of its problems and to shape the future. The power vested in people to carry on the function of formal education makes it imperative for curriculum developers and implementers to consider the society within which teaching and learning take place. Societal sentiments may impose constraints which may influence the "what" and the "how" of the curriculum; on the other hand, they may provide guidelines and directions for change and improvement to take place.

In Hawaii, the governance of public schools makes it crucial for education to be sensitive to sentiments which are expressed by the legislature, the Board of Education, and the district School Advisory Councils. In addition, the business sector, labor organizations, parent and community groups, and the federal government all influence education one way or another.

Because they are basic to other learnings, the language arts have maintained a high priority among educators and the public, and as a result have been the recipient of much time, effort, and other resources. Moreover, because of their importance, the language arts have been the focus of public concern and at times the target of critics of education. This makes it all the more important that schools in developing a language arts program examine the needs and expectations of the community as well as those of the learner.

Program/Materials Options

It is the school's responsiblity of selecting appropriate programs/materials that are consistent with the state's philosophy, program goals and objectives, and classroom instructional strategies. A variety of commercially prepared programs/materials is available, and the Approved Instructional Materials listing should prove invaluable in assisting schools in their selection of materials/programs.

Developed specifically for Hawaii's students are the Hawaii English Program (HEP) and the Secondary English Program (SEP).

The Hawaii English Program (HEP)

The Elementary Hawaii English Program (HEP) is a comprehensive language arts program option for grades K-6. It consists of three subprograms: (1) Language Skills teaches the student to listen, speak, read, and write effectively; (2) Literature builds the student's experience and knowledge of world literature; and (3) Language Systems enlarges the student's understanding of the nature and structure of human communication systems.

(A general design of HEP--its rationale, general assumption and goals, content, organization, and approaches--is presented in The Hawaii English Program, Program Design Statement, Report No. 1, 1978.)

The Secondary English Program (SEP)

The Secondary English Program is a total language arts program option for grades 7-12, developed for the secondary schools. It consists of four subprograms: (1) Literature helps students comprehend the world of human

experiences, build their knowledge of literary concepts and terms, and develop their interest and skill in composing; (2) Language Systems helps students understand how we learn and use language, what we know, and what knowing a language does for and to us; (3) Skills Workshop helps students to apply, integrate, and extend the language skills; and (4) Skills Lab helps students to use the English language with more accuracy fluency, and versatility in speaking, reading and writing.

(A description of SEP--its design, components, and installation plan--is included in a brochure entitled The Secondary English Program, Seventh and Eighth Grade Units, 1978.)

Resources

To assist teachers implement strategies, programs, and/or courses, the following resources developed by the Office of Instructional Services are available:

General

Approved Instructional Materials (AIM)

Elementary

Language Arts Strategies for Basic Skills, K-2, 1978

Secondary

Authorized Courses and Code Numbers (ACCN)
Secondary Speech-Communication Guide, 1976
A Teacher's Handbook for Yearbook Production in the Secondary Schools, 1970
Handbook for Newswriting Advisers, 1975
Science Fiction: A Unit for High School English, 1971
Literature of the Bible, 1972
The Film as Art, 1972
Humanities: War, 1972
Humanities: Love, 1972
Humanities: Philosophy and Thinking, 1972
Literature of the Orient, 1972
Humanities: Communication, 1972
A Re-examination of Children's Classics, 1972

A Course Guide to

- Developmental Reading I, 1978
- Developmental Reading II, 1978
- Writing Laboratory, 1978
- Expository Writing, 1978
- Basic Language I, 1978
- Basic Language II, 1978
- Introduction to Literary Types, 1978
- American Literature, 1978
- British Literature, 1978

Others

- Program Standards and Guidelines for Special Education and Special Services in Hawaii, 1977
- Compendium of Compensatory Activities, 1978
- Guidelines for Title I of the Elementary and Secondary Education Act, 1978
- Pre-Industrial Preparation Program Handbook, 1973
- 1978-1979 Program Plan for Limited English Speakers, 1978